

**WARE SHOALS HIGH**  
56 South Greenwood Avenue  
Ware Shoals, South Carolina 29692

**GRADES** 7-12 Middle School

**ENROLLMENT** 553 Students

**PRINCIPAL** Jane Blackwell 864-456-7923

**SUPERINTENDENT** Fay S. Sprouse 864-456-7496

**BOARD CHAIR** Ed Farr 864-456-7496

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	21	3	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	Yes

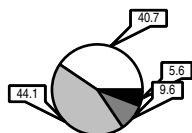
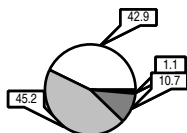
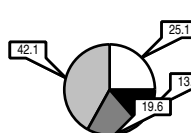
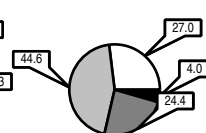
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	98	99.0	52.2	38.9	7.8	1.1	8.9
	Grade 8	84	100.0	29.6	58.0	12.3	N/A	12.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	93	98.9	41.3	47.8	10.9	N/A	10.9
	Grade 8	90	98.9	44.9	42.7	10.1	2.2	12.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	98	100.0	42.9	45.1	8.8	3.3	12.1
	Grade 8	84	100.0	29.6	61.7	7.4	1.2	8.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	93	98.9	46.7	34.8	12.0	6.5	18.5
	Grade 8	90	98.9	36.0	52.8	6.7	4.5	11.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 553)				
Students enrolled in high school credit courses (grades 7 & 8)	4.7%	Down from 11.4%	14.9%	14.6%
Retention rate	11.1%	Up from 8.1%	2.1%	3.0%
Attendance rate	99.9%	Up from 93.0%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%		5.1%	5.3%
Eligible for gifted and talented	10.4%	Up from 9.7%	19.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.9%	Up from 16.7%	14.8%	13.9%
Older than usual for grade	9.8%	Down from 10.6%	3.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.4%	Up from 5.3%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	38.5%	Down from 46.2%	48.0%	48.7%
Continuing contract teachers	69.2%	Down from 74.4%	85.4%	81.7%
Highly qualified teachers**	93.8%	N/A	91.1%	90.4%
Teachers with emergency or provisional certificates	9.1%		4.0%	5.3%
Teachers returning from previous year	78.2%	Down from 80.8%	87.4%	85.1%
Teacher attendance rate	94.2%	Down from 95.0%	94.8%	94.8%
Average teacher salary	\$36,358	Down 1.0%	\$40,864	\$40,566
Prof. development days/teacher	8.9 days	Down from 10.9 days	10.8 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	23.5 to 1	Up from 22.9 to 1	22.3 to 1	21.3 to 1
Prime instructional time	92.7%	Up from 86.4%	89.4%	89.3%
Dollars spent per pupil*	\$7,237	Up 1.3%	\$5,700	\$5,821
Percent of expenditures for teacher salaries*	51.4%	Up from 48.6%	62.4%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 84.5%	95.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Ware Shoals Jr./Sr. High School is to provide a safe, nurturing, and challenging environment that meets the needs of our students while preparing them to be productive, responsible, and successful members of society. In order to fulfill our mission statement the faculty and staff successfully accomplished the following:

- Implemented a new testing program (MAP-Measures of Academic Progress) in the spring and fall for the 7th-10th grades. MAP provides for teachers, students, and parents specific strengths and weaknesses of the individual students.
- Two computer labs were refurbished with new computers.
- An after-school program was started second semester for students who were in danger of failing for the year, needed help with homework, or wanted to make improvements on their PACT scores.
- Academic Assistance Plans were developed and implemented for students who scored below basic on PACT or were in danger of failing.
- Remediation classes were scheduled for students identified as scoring below basic on PACT or in danger of failing for the year.
- Professional development included teachers attending best practices seminars, the middle school conference, summer institutes, and district staff developments.
- Middle school students competed in both the National Geographic Geography Bee and Spelling Bee.
- An emphasis was placed on student reading by starting classroom libraries in English classes, having extended class time during first period for Jr. High students, having Accelerated Reader available in Jr. High School classrooms, and having an Accelerated Reader competition between the 7th and 8th grades.
- Good behavior was recognized and rewarded through our Merit Program.
- A Jr. High School field trip was successfully taken to Florida.

While we have had many successes this past school year, we are still committed to our mission of developing productive, responsible, and successful members of society.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	35	80	15
Percent satisfied with learning environment	71.4%	61.0%	53.3%
Percent satisfied with social and physical environment	71.4%	62.3%	42.9%
Percent satisfied with home-school relations	41.2%	77.3%	53.3%

\*Only students at the highest middle school grade level at this school and their parents were included.